

<b>Job Description Position</b>	District Project Officer	<b>Grade</b>	
<b>Department &amp; Location</b>	Adolescent Education and Skills Program; Base in Paktha District Bokeo Province	<b>Date</b>	28. March 2025
<b>Reports to (position):</b>	District Coordinator		
<b>Purpose:</b> How does this post support Plan's strategy and mission?	<p>Working in over 50 developing countries globally, Plan strives for a just world that advances children's rights and equality for girls. We engage people and partners to:</p> <ul style="list-style-type: none"> <li>• Empower children, young people and communities to make vital changes that tackle the root causes of discrimination against girls, exclusion and vulnerability.</li> <li>• Drive change in practice and policy at local, national and global levels through our reach, experience and knowledge of the realities children face.</li> <li>• Work with children and communities to prepare for and respond to crises and to overcome adversity.</li> <li>• Support the safe and successful progression of children into adulthood</li> </ul> <p>Plan has been working in Laos since 2007, and is delivering programs in Bokeo, Oudomxay and Saravane Provinces. The Adolescent program of Plan Laos encompasses projects that take a comprehensive approach to developing support for gender equality, valuing young people's participation and leadership, and sexual and reproductive health and rights amongst adolescents themselves, community members, and community leadership. These projects promote attitude and behaviour change through a set of mutually re-enforcing actions at school, community and individual levels. Lastly the projects work with and build the capacity of government and civil society partners and deepen these partnerships to contribute to lasting change.</p> <p>The purposes of this position are as follows:</p> <ul style="list-style-type: none"> <li>• To implement the SRHR project activities in target schools and communities according the project implementation plans.</li> <li>• To support and develop capacity of teachers, community volunteers, government staff and NPA partner staff working with the project.</li> <li>•</li> </ul>		

**Dimensions of Role:**

The position holder will oversee the implementation of project's comprehensive sexuality education (CSE) activities in schools and villages in accordance to the project implementation plan, support and train teachers, government staff and community volunteers to develop their capacity in CSE.

- Key technical position to lead and support CSE and student/girls club activities activities in target secondary schools and communities;
- Acts in accordance with Plan policies that promote gender equality and ensures the project activity implementation is aligned with Plan's policy commitments to Gender equality and Safeguarding Children and Young People Policy;
- Assist the Project Manager to facilitate workshops, coordination meeting, and community consultations;
- Works closely with district coordinator, NPA partners and DESB officials for monthly-work planning and budgeting;

- Supports M&E Specialist to gather data and activity reports

**Typical Responsibilities - Key End Results of Position:**

*“What” is done and “why”, but not “how”; include indicators for success*

*In full adherence to Plan International and Plan Laos policies and procedures, Plan’s Code of Conduct and Child Protection Policy and Plan Asia’s Policy, the Peer Education Facilitator will be responsible for the following activities in their districts:*

**1. Planning and coordination**

- Support the planning, organisation and implementation of CSE curriculum and student club and school events with students; and
- Support the planning, organisation and implementation of community events to promote gender equality and sexual reproductive health rights of adolescents in target villages.
- Work with the ASRHR project team members, CSO partners and DESB staff to develop a monthly-work plan and budget;
- Being Coordination bridge among DESB, Schools and CSO partners to implement project activities in target schools

**Success Metrics**

- Plans and budgets are well prepared, and submitted on time.
- Plans and budgets are achievable and implemented with minimal delays.

**2. Establish and support key target groups and implementation mechanisms**

- Support the facilitation of consultation activities with target groups in schools and communities;
- Works with CSO and government partners and beneficiaries to establish and maintain student club and girls’/youth clubs and networks within the project;
- Support and foster talents of young people and secondary student schools at remote areas and ethnic groups;
- Facilitated and organize activities to support school-girls’/youth clubs and network;

**Success Metrics**

- High standard of training provided to teachers, community volunteers and peer educators and adolescents participating in the project
- Uses digital tools to monitor the project implementation
- Activities are well prepared, organized and implemented.
- All relevant stakeholders are supported to activity participate, in particular adolescent girls from ethnic minorities and young people with a disability.
- Learnings on good practices, challenges and how they were overcome during implementations are reported back to the project team.

**3. Capacity building**

- Provides training and facilitates peer education activities with secondary school students;
- Support CSO partners to implement project activities in target schools and communities
- Encourage continuous learning during the project implementation cycle

**Success Metrics**

- Pre and post-tests; KAP surveys and other monitoring tools shows that participants have increase knowledge and favorable attitudes to support gender equality, inclusion and reproductive and sexual health rights.

#### **4. Monitoring**

- Collect data for monitoring activities (such as pre-post surveys) and results using digital data collection tools;
- Ensure monitoring data for indicators are collected according to the project M&E plans;
- Assist the MEL Coordinator in monitoring and internal reviews of the project;
- Ensure that secondary students'/ youth group voices – particularly children from ethnic minority groups and children with disabilities – are included in planning, review, learning and implementation of activities;
- Prepare the monthly reports on the process to update direct and indirect on project beneficiaries.

#### **Success Metrics**

- Monitoring data is collected and reported as per the M&E plan and forms.
- Data storage is well maintained.
- The PE facilitator understands the linkages between the M&E framework, indicators, and questions/tools to be used for each level of result.

#### **5. Reporting/Administrative/Finance**

- Prepare and acquit advance/expenses in accordance with Plan Laos policies;
- Handle required cash advances according to Plan Finance policies and transparency;
- Provide monthly work plan and reports on activities and expenditures to the ASRHR Project Manager;
- Support the preparation of monthly/quarterly/6 monthly and annual project reports, in particular with regards to the peer education activities and events;
- Assist project manager organize field visit for donors, government and other Plan staff as may be required;
- Ensure that child protection and safeguarding measurements are in place and followed in all project activities.

#### **Success Metrics**

- The project officer facilitator is responsible, accountable, and transparent in all transactions related to project budget and finance.
- All incidences or concerns are reported to the line manager.

#### **Dealing with Problems:**

*Complexity of problems handled & the degree of investigation, analysis, & creative thinking required to solve them*

- Be aware and sensitive to social, culture and political issues that will impact on the project and communicate with project manager;
- Able to provide adequate facilitate and mentoring to peer educators, identifying areas of need and building capacity;
- Be flexible, respectful, friendly and responsible in dealing with issues that arise and report to the project manager.

**Communications and Working Relationships:**

*Working contacts inside and outside the organization; include the purpose and level (high, medium, low) of the contact*

Position	Reasons for contact	Level (H/M/L)
Adolescent Program Manager	<ul style="list-style-type: none"> <li>Ensure that team members are supported and equipped to fulfil the responsibilities and requirements of the position</li> </ul>	M
Project Manager	<ul style="list-style-type: none"> <li>Project coordination and implementation</li> <li>Reporting</li> </ul>	H
District Coordinator	<ul style="list-style-type: none"> <li>Supervisor</li> <li>Project planning and implementation</li> <li>Monitoring and Reporting</li> </ul>	H
Project Finance-admin	<ul style="list-style-type: none"> <li>Coordination, planning of logistics, budget, finance and administration related to project implementation.</li> </ul>	H
M&E Specialist	<ul style="list-style-type: none"> <li>M&amp;E system for the project</li> <li>Capacity building</li> </ul>	M
District and PU staff	<ul style="list-style-type: none"> <li>Coordinate travel plans and bookings</li> <li>Sharing lessons and discussion of good practice</li> </ul>	M

**External contacts:**

Position	Reasons for contact	Level (H/M/L)
DESB Staff	<ul style="list-style-type: none"> <li>Capacity building and support to coordinate all program activities</li> </ul>	H
School teachers and students (peer educators)	<ul style="list-style-type: none"> <li>Coordination of school of activities, Teachers training, train peer educators, coordinate student clubs</li> <li>Capacity building and support for active teaching methodologies and using new digital data collection tools.</li> </ul>	H
Parents, community leaders, members	<ul style="list-style-type: none"> <li>Project implementation, monitoring and reporting</li> </ul>	H
NPA partners	<ul style="list-style-type: none"> <li>Support M&amp;E activities</li> <li>Implementation</li> <li>Reporting</li> </ul>	H
Other INGOs and/ or NPAs in District	<ul style="list-style-type: none"> <li>Coordination of activities to ensure complementarities.</li> </ul>	L

**Knowledge, Skills, Behaviours, Required to Achieve Role’s Objectives:**

*Gained through education, training, & experience*

Knowledge

- At least a Diploma qualification in social sciences; development; teaching or other relevant field;

- Understanding of the secondary school education system in Lao PDR;
- Understands the Project implementation, planning and review cycle;
- Is familiar with skill on Training Need Assessment, Training Module and creating a Session plan;
- Have a basic understanding and awareness of disabilities and gender issues

### Skills

- Experience of working in peer education projects;
- Experience developing partnerships with local government
- Experience of working with young people, ethnic minority groups and people with a disability or disabilities;
- A minimum of one-year experience in a trainer/facilitator role is preferred
- A minimum one-year experience of working directly with communities and schools for community development projects in remote and rural areas
- Excellent written and oral skills in Lao language
- Good skills including Word, Excel, email/internet, PowerPoint

### Behaviours

- Integrity, transparency, proactive stance, respect for gender equality and adherence to child rights.
- Is able to work well with a team and with accountability to their line manager
- Seeks to learning in their role
- Good Interpersonal, communication and facilitation skills suitable for both youth and high level government audiences

### **Physical Environment and Demands:**

*May be “typical office environment”; note if heavy lifting, climbing, excess travel, etc.*

- Based in Houn district Oudomxay Province;
- Travelling, working and staying in remote rural communities as necessary
- Occasional travel within Laos for training and workshops

### **Level of Contact with Children:**

**Low contact:** *No contact or very low frequency of interaction*

**Mid contact:** *Occasional interaction with children*

**High level:** *Frequent interaction with children*

**High level:** *Frequent interaction with children*

### **Expectation of your Child Protection/ ຄວາມຄາດຫວັງຂອງອົງການ ກ່ຽວກັບການປົກປ້ອງເດັກ**

- Read, understand and comply with the Child Protection policy and Local Procedure/ອ່ານ, ເຂົ້າໃຈ ແລະ ປະຕິບັດຕາມນະໂຍບາຍການປົກປ້ອງເດັກ ແລະ ແລະ ຂັ້ນຕອນການປົກປ້ອງເດັກພາຍໃນລະບຽບການທ້ອງຖິ່ນ .
- Seek any clarifications you may have related to the policy/ສອບຖາມຕື່ມ ເພື່ອໃຫ້ຕົນເອງເຂົ້າໃຈແຈ້ງກ່ຽວກັບ ນະໂຍບາຍ
- Report any Child Protection Issues to Plan immediately (within 24 hrs). – Reporting must be done to a manager/Country Child protection Focal Point/ຕ້ອງລາຍງານທຸກໆບັນຫາກ່ຽວກັບການປົກປ້ອງເດັກ )ພາຍໃນ 24 ຊົ່ວໂມງ .(ຕ້ອງລາຍງານໃຫ້ຫົວໜ້າສາຍງານ ຫລື ຜູ້ຮັບຜິດຊອບວຽກປົກປ້ອງເດັກຂອງອົງການ

### **Expectation of Gender Equality/ຄວາມຄາດຫວັງຂອງອົງການກ່ຽວກັບຄວາມສະເໝີພາບດ້ານບົດບາດຍິງຊາຍ**

- Contribute to an organizational culture that promotes gender equality/ ປະກອບສ່ວນເຂົ້າໃນການເຜີຍແຜ່ຄວາມສະເໝີພາບດ້ານບົດບາດຍິງຊາຍຂອງອົງການ
- Demonstrates positive attitudes towards gender equality at all time both in their professional and private lives/ສະແດງໃຫ້ເຫັນທັດສະນະດ້ານບວກກ່ຽວກັບຄວາມສະເໝີພາບດ້ານບົດບາດຍິງຊາຍ ທັງໃນເວລາເຮັດວຽກ ແລະ ໃນຊີວິດປະຈຳວັນ
- Avoid gender stereotypes and sexist language in the workplace, and never engages in any form of gender – based violence/ຫລີກລ້ຽງກ່ຽວກັບການນຳໄຊ້ ຄຳສັບ ສຽດສີທາງເພດ ແບບບໍ່ເໝາະສົມໃນສະຖານທີ່ເຮັດວຽກ ແລະ ບໍ່ໃຫ້ກ່ຽວຂ້ອງກັບທຸກຮູບແບບຕໍ່ຄວາມຮຸນແຮງດ້ານບົດບາດຍິງຊາຍ.

### **PLAN INTERNATIONAL'S VALUES IN PRACTICE**

#### **We are open and accountable**

- Promotes a culture of openness and transparency, including with sponsors and donors.
- Holds self and others accountable to achieve the highest standards of integrity.
- Consistent and fair in the treatment of people.
- Open about mistakes and keen to learn from them.
- Accountable for ensuring we are a safe organisation for all children, girls & young people

#### **We strive for lasting impact**

- Articulates a clear purpose for staff and sets high expectations.
- Creates a climate of continuous improvement, open to challenge and new ideas.
- Focuses resources to drive change and maximise long-term impact, responsive to changed priorities or crises.
- Evidence-based and evaluates effectiveness.

#### **We work well together**

- Seeks constructive outcomes, listens to others, willing to compromise when appropriate.
- Builds constructive relationships across Plan International to support our shared goals.
- Develops trusting and 'win-win' relationships with funders, partners and communities.
- Engages and works well with others outside the organization to build a better world for girls and all children.

#### **We are inclusive and empowering**

- We empower our staff to give their best and develop their potential
- We respect all people, appreciate differences and challenge equality in our programs and our workplace
- We support children, girls and young people to increase their confidence and to change their own lives.